

## ***A STUDY ON THE ABILITY OF THE SECOND YEAR STUDENTS OF SMK NEGERI 1 PEKANBARU IN COMPREHENDING TEXTS***

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***Abstract:*** *This descriptive research aims to know about the ability level of the second year students of SMK Negeri 1 Pekanbaru in comprehending texts and also to know which aspects of reading is the students' lowest and highest score in comprehending texts. The population of this research was the second year students of SMK Negeri 1 Pekanbaru that consists of 11 classes, with total 425 students. The sample of this research was five classes, they are XI Accounting 1, XI Administration Office 1, XI Marketing 1, XI IT 1 and XI Tourism, with total 194 students. The instrument of this research was reading comprehension test with using multiple choice type which consisted 32 questions. There were eight aspects of reading tested: finding factual information, main idea, meaning of certain words, identifying inferences, references, generic structure, social function and language feature. From the results of the test, it was concluded that the average score of students' ability in reading was 61.09 which was categorized as "good" level. The research finding also shows that students' lowest score among the eight aspects was in terms of identifying inferences with the average score 48.71, where the highest score was in terms of factual information with the average score 79,25.*

***Keywords:*** *descriptive research, texts, students' reading ability*

## **STUDI TERHADAP KEMAMPUAN SISWA TAHUN KEDUA DI SMK NEGERI 1 PEKANBARU DALAM MEMAHAMI TEKS**

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**Abstrak:** Penelitian deskriptif ini bertujuan untuk mengetahui kemampuan siswa tahun kedua di SMK Negeri 1 Pekanbaru dalam memahami text dan untuk mengetahui aspek membaca yang nilai terendah dan nilai tertinggi siswa. Populasi dari penelitian ini adalah siswa tahun kedua di SMK Negeri 1 Pekanbaru yang terbagi atas 11 kelas, dengan jumlah 425 siswa. Sampel dari penelitian ini adalah kelas XI Akuntansi 1, XI Administrasi Perkantoran 1, XI Pemasaran 1, XI Teknik Informatika 1 dan XI Pariwisata 1, dengan jumlah siswa 194 siswa. Instrumen dalam penelitian ini adalah tes pemahaman membaca dalam bentuk soal pilihan ganda dengan 32 pertanyaan. Ada delapan aspek membaca yang diuji: menemukan fakta informasi, ide pokok, arti dari kata, menentukan kesimpulan, menentukan kata yang menunjuk kepada, struktur umum, fungsi social dan tata bahasa. Dari hasil tes, dapat disimpulkan bahwa nilai rata-rata kemampuan membaca siswa adalah 61.09 yang dikategorikan dalam kategori “baik”. Hasil penelitian juga menunjukkan nilai terendah siswa diantara delapan aspek adalah dalam aspek menentukan kesimpulan dengan rata-rata nilai 48.71 dimana nilai rata-rata tertinggi yaitu dalam aspek menemukan fakta informasi 79.25.

**Kata Kunci:** penelitian deskriptif, teks, kemampuan membaca siswa

## INTRODUCTION

There are four language skills that students need to learn. One of them is reading. Reading exposes students to new things, new information, new ways to solve a problem, and new ways to achieve something. Reading is an important skill that helps students develop a broader vocabulary and increase general knowledge. Linse (2005) states that reading is a set of skills that involves making sense and deriving meaning from the printed word. By reading, people could know the unspoken things and improved their knowledge. In order to read, people have to be able to decode words and comprehend the content.

In learning process, students also need to read the handbooks, textbooks, etc. instead of listening to teacher's explanation to get the information and knowledge of the subject. Reading is important because reading helps to determine students' progress in learning process. Reading comprehension is not easy as it looks if the text is in a foreign language, and English is a foreign language in Indonesia. According to Dorn and Soffos (2005), comprehension is a complex process regulated by cognitive, emotional, perceptual, and social experiences. When people read, they apply a range of comprehension strategies to monitor and sustain their meaning. Comprehension involves interpreting and synthesizing ideas in ways that influence the reader's mind. In other words, comprehension is a goal of reading that learners need to achieve in order to apply the information from the text.

Besides, based on the writer's survey with some English teacher of SMK Negeri 1 Pekanbaru, students are interested in reading English texts even some of them still face difficulties. Based on the curriculum of the second year students in SMK (Curriculum, 2013), the students learn four kinds of texts. They are procedure text, report text, analytical exposition text, and biography text. These texts are included in the students' tasks and examination.

Based on the explanation above, the writer is interested in conducting a study about the ability in comprehending texts, the title is "A Study on the Ability of the Second Year Students of SMK Negeri 1 Pekanbaru in Comprehending Texts".

## RESEARCH METHODOLOGY

The type of this research is a descriptive research. The location of thi research is SMK Negeri 1 Pekanbaru at Semeru Street No. 16 Pekanbaru. The population of the research was the second year students of SMK Negeri 1 Pekanbaru in the 2015/2016 academic years. Since the students divided into five major with different field competence, and they are taught by different teacher, the writer decided to took each class from each major to represent the entire population. The steps to decide the sample of the research, the writer wrote all the name of the class in small pieces of paper. To get the data for this research, the writer gave a reading test to the students. The writer used multiple choice questions form. The reading materials contain 32 questions taken from the several books for vocational high schools and related sources.

## FINDINGS AND DISCUSSION

The Students' Score in Finding Factual Information				
No.	Score	Frequency	Percentage	Ability Level
1	80-100	87	44.84%	Excellent
2	60-79	62	31.95%	Good
3	50-59	36	18.55%	Average
4	0-49	9	4.63%	Poor
<b>Total</b>		<b>194</b>	<b>100%</b>	

The table shows that most students (44.84%) are in *excellent level*, followed by 62 students (31.95%) are in *good level*, 36 students (18.55%) are in *average level*, and 9 students (4.63%) are in *poor level*. The students' average score in comprehending text in terms of finding factual information is 79.25. So, it can be concluded that students' ability in comprehending texts in terms of finding factual information is in *good level*.

The Students' Score in Finding Main Idea				
No.	Score	Frequency	Percentage	Ability Level
1	80-100	40	20.61%	Excellent
2	60-79	82	42.26%	Good
3	50-59	51	26.28%	Average
4	0-49	21	10.82%	Poor
<b>Total</b>		<b>194</b>	<b>100%</b>	

Table above shows that most students (42.26%) are in *good level*, followed by 51 students (26.28%) are in *average level*, 40 students (20.61%) are in *excellent level* and 21 students (10.82%) are in *poor level*. The students' average score in comprehending text in terms of finding main idea is 67.78. So, it can be concluded that students' ability in comprehending texts in terms of finding main idea is in *good level*.

**The Students' Score in Finding the Meaning of Certain Word**

No.	Score	Frequency	Percentage	Ability Level
1	80-100	24	12.37%	Excellent
2	60-79	42	21.64%	Good
3	50-59	67	34.53%	Average
4	0-49	61	31.44%	Poor
<b>Total</b>		<b>194</b>	<b>100%</b>	

From table above, it can be seen that most students (34.53%) are in *average level*, followed by 61 students (31.44%) are in *poor level*, 42 students (21.64%) are in *good level* and 24 students (12.37%) are in *excellent level*. The students' average score in comprehending texts in terms of finding meaning of certain word is 52.44. So, it can be concluded that the students' ability in comprehending texts in terms of finding meaning of certain word is in *average level*.

**The Students' Score in Identifying References**

No.	Score	Frequency	Percentage	Ability Level
1	81-100	15	7.73%	Excellent
2	60-79	61	31.44%	Good
3	50-59	85	43.81%	Average
4	0-49	33	17.01%	Poor
<b>Total</b>		<b>194</b>	<b>100%</b>	

It shows that most students (43.81%) are in *average level*, followed by 61 students (31.44%) are in *good level*, 33 students (17.01%) are in *poor level* and 15 students (7.73%) are in *excellent level*. The students' average score in comprehending texts in terms of identifying references is 56.57. So, it can be concluded that the students' ability in comprehending texts in terms of identifying references is in *average level*.

**The Students' Score in Identifying Inferences**

No.	Score	Frequency	Percentage	Ability Level
1	80-100	9	4.63%	Excellent
2	60-79	33	17.01%	Good
3	50-59	101	52.06%	Average
4	0-49	51	26.28%	Poor
<b>Total</b>		<b>194</b>	<b>100%</b>	

Table above shows that most students (52.06%) are in *average level*, followed by 51 students (26.28%) are in *average level*, 33 students (17.01%) are in *good level* and 9 students (4.63%) are in *excellent level*. The students' average score in comprehending texts in terms of identifying inferences is 48.71. So, it can be concluded that the students' ability in comprehending texts in terms of identifying inferences is in *poor level*.

**The Students' Score in Identifying Generic Structure**

No.	Score	Frequency	Percentage	Ability Level
1	80-100	34	17.52%	Excellent
2	60-79	57	29.38%	Good
3	50-59	64	32.98%	Average
4	0-49	39	20.10%	Poor
<b>Total</b>		<b>194</b>	<b>100%</b>	

Table above shows that most students (32.98%) are in *average level*, followed by 57 students (29.38%) are in *good level*, 39 students (20.10%) are in *poor level* and 34 students (17.52%) are in *excellent level*. The students' average score in comprehending texts in terms of identifying generic structure is 57.08. So, it can be concluded that the students' ability in comprehending texts in terms of identifying generic structure is in *average level*.

**The Students' Score in Identifying Social Function**

No.	Score	Frequency	Percentage	Ability Level
1	80-100	50	25.77%	Excellent
2	60-79	49	25.25%	Good
3	50-59	58	29.89%	Average
4	0-49	37	19.07%	Poor
<b>Total</b>		<b>194</b>	<b>100%</b>	

It shows that most students (29.89%) are in *average level*, followed by 50 students (25.77%) are in *excellent level*, 49 students (25.25%) are in *good level*, and 37 students (19.07%) are in *poor level*. The students' average score in comprehending texts in terms of identifying social function is 63.14. So, it can be concluded that the students' ability in comprehending texts in terms of identifying social function is in *average level*.

**The Students' Score in Identifying Language Feature**

No.	Score	Frequency	Percentage	Ability Level
1	80-100	50	25.77%	Excellent
2	60-79	51	26.28%	Good
3	50-59	50	25.77%	Average
4	0-49	43	22.16%	Poor
<b>Total</b>		<b>194</b>	<b>100%</b>	

It can be seen that most students (26.28%) are in *good level* (25.77%) followed by 50 students (25.77%) are in *excellent level*, 50 students (25.77%) are in *average level* and 43 students (15.46%) are in *poor level*. The students' average score in comprehending texts in terms of identifying social function is 62.24. So, it can be concluded that the students' ability in comprehending texts in terms of identifying language feature is in *average level*.

The following table contents detail information about the frequency distribution and percentage of the students' score:

**The Frequency Distribution and Percentage of the Students' Score**

No.	Score	Frequency	Percentage	Ability Level
1	80-100	32	16.49%	Excellent
2	60-79	78	40.20%	Good
3	50-59	45	23.19%	Average
4	0-49	46	23.71%	Poor
<b>Total</b>		<b>194</b>	<b>100%</b>	

**Students' Average Score**

No.	Aspects of Reading	Average Score	Level of Ability
1	Factual Information	79.25	Good
2	Finding Main Idea	67.78	Good
3	Social Function	63.14	Good
4	Language Feature	62.24	Good
5	Generic Structure	57.08	Average
6	Identifying References	56.57	Average
7	Meaning of Certain Words	52.44	Average
8	Identifying Inferences	48.71	Poor

It shows that average score for each aspects has been tested. There were 8 aspects that were tested. 4 aspects (factual information, finding main idea, social function and language feature) are in *good level*, 3 aspects (meaning of certain words, identifying references, and generic structure) are in *average level* and 1 aspect is in *poor level*. So, the most difficult aspect for students was in identifying inferences.



## CONCLUSION AND RECOMMENDATION

### CONCLUSION

First, out of 194 students as samples, the average score of students' achievement in comprehending text was 61.09. So, the students' ability in comprehending text was in *good level*.

Second, the average score of students' ability for finding factual information 79.25, main idea 67.78, social function 63.14, language feature 62.24, generic structure 57.08, identifying references 56.57, meaning of certain word 52.44, and identifying inferences 48.71. So, it shows that identifying inferences is lowest score of reading comprehension aspect comprehended by students. It is proved by the students' mean score is 48.71. and finding factual information is the highest score of reading comprehension aspect by the students' It is proved by the data which shows the students' mean score is 79.25.

### SUGGESTION

First, students should do more practice and find strategies to improve their ability in comprehending texts. Besides, teacher need to give more exercise for example ask students to read and answer questions based on the texts.

Second, since the lowest score of students is in identifying aspects, teacher needs to be focused in find some ways to improve students' score in this aspect. Students also need to know the way and clue to answer this aspect. Instead, doing more practice is a key. The more students practice, the more students can.

Finally, the writer hoped that this research gives valuable contribution to the students, whether as an exercise on reading or as evaluation on their reading comprehension of the texts. Hopefully, further research can continue this field of study by focusing on how to improved students ability in reading comprehension particularly about identifying inferences.

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